DOCUMENT RESUME

ED 402 934 IR 056 234

AUTHOR Brown, Lyn S.; Ryan, G. Jeremiah
TITLE An Evaluation of the Library Committee at Philadelphia College of Bible.
PUB DATE Mar 95
NOTE 52p.; Ed.D. Practicum, Nova Southeastern University.
PUB TYPE Dissertations/Theses - Practicum Papers (043)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS *Academic Libraries; Accreditation (Institutions); Higher Education; *Institutional Evaluation; Librarian Teacher Cooperation; Library Collection Development; Library Guides; *Library Policy; Library Surveys; *Objectives; *Role
IDENTIFIERS Bible Colleges; *Library Committees; *Philadelphia College of Bible PA; Progress Monitoring; Teacher Surveys

ABSTRACT

To reaffirm its accreditation with the Accrediting Association for Bible Colleges, Philadelphia College of Bible (Pennsylvania) studied programs and recommended improvements throughout the college. This study evaluates the operations of the library committee to determine if it functions according to its job description in the college's management manual. A survey of college faculty was conducted to determine opinions about the functions and role of the library committee. The survey achieved a 55% return rate (n=28). Some library committee objectives were not being met. The library committee made recommendations regarding library policy for faculty and students, and worked with the faculty to build the library collection, but did not help the college meet its objectives as a Christian center for information in the community. Library committee objectives did not provide guidelines necessary for the most effective use of the library committee. A fully supported and functioning library committee will enhance communication between the faculty and library staff, improve the quality of purchases of new library materials, and promote greater use of the library by the student body. Recommendations include: revision of the purpose and function of the library committee, development of a library committee handbook and operations manual, and committee progress evaluations. Appendices include the survey and survey results. (Contains 10 references.) (SWC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

IR

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)
☐ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

ED 402 934

AN EVALUATION OF THE LIBRARY COMMITTEE AT PHILADELPHIA COLLEGE OF BIBLE

Governance and Management

Lyn S. Brown
Philadelphia College of Bible

G. Jeremiah Ryan
Philadelphia Cluster

A Practicum Report presented to Nova Southeastern University in partial fulfillment of the requirements for the degree of Doctor of Education

Nova Southeastern University
March, 1995

IR056234

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Lyn S. Brown
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)"

BEST COPY AVAILABLE

Abstract of a practicum report presented to Nova Southeastern University in partial fulfillment of the requirements for the degree of Doctor of Education

AN EVALUATION OF THE LIBRARY COMMITTEE AT PHILADELPHIA COLLEGE OF BIBLE

by

Lyn Stephen Brown

March, 1995

Philadelphia College of Bible has been participating in a self-study process this past year for reaffirmation of its accreditation with the Middle States Association of Colleges and Schools and the Accrediting Association for Bible Colleges. One of the self-study committees was appointed to examine the operations of the Learning Resource Center. One of its recommendations was that the purpose and function of the library committee needed to be reevaluated.

The purpose of this evaluation study was to determine if the library committee was functioning according to its job description given in the

management manual of the college. The three research questions for this study were: "Are the objectives for the library committee being met?", "Do these objectives provide the guidelines necessary for the most effective use of the library committee?", and "Should the objectives of the library committee be modified to allow for the most effective use of the library committee?"

Four procedures were used to complete this evaluation practicum. First, a review of the literature was conducted. Second, a survey instrument was designed, approved by the academic dean, and administered to the faculty at a faculty meeting. Third, the results were collected and analyzed. Fourth, recommendations are given pertaining to the existing objectives for the library committee and the need to modify these objectives to meet the future needs of the Learning Resource Center. An examination of accreditation documents, a review of related literature, and an analysis of the faculty survey led to specific recommendations for changes in purpose and function.

TABLE OF CONTENTS

Chapter		Page
1.	INTRODUCTION	9
	Nature of the problem	9
	Purpose of the study	10
	Significance to the institution	10
	Relationship to seminar	11
	Research questions	11
2.	REVIEW OF THE LITERATURE	13
	Committee descriptions	13
	Committee function	13
	Relationship to the practicum	16
3.	METHODOLOGIES AND PROCEDURES	17
	Evaluation design	17
	Assumptions	18
	Limitations	18
	Definition of terms	19
4.	RESULTS	20
	Demographics	20
	Faculty evaluation	21
	Additional comments	35

5. DISCUSSION, CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS 37

Discussion. 37

Conclusions 38

Implications. 39

Recommendations 40

REFERENCES 42

APPENDIXES 43

A. Survey 44

B. Survey results 46

LIST OF FIGURES

Figure		Page
1.	Faculty Response To: The committee ought to have members from all divisions	22
2.	Faculty Response To: The committee ought to have members from all departments	23
3.	Faculty Response To: The committee ought to have student representation	24
4.	Faculty Response To: The committee should meet at least three times per semester	25
5.	Faculty Response To: The committee currently has adequate representation of faculty members	26
6.	Faculty Response To: I know some of the members of the library committee	27

7. Faculty Response To: The main role of the committee should be to exchange ideas and information . . . 28
8. Faculty Response To: The committee should be able to recommend, but never to decide . . . 29
9. Faculty Response To: The committee should be used to establish library policies 30
10. Faculty Response To: The committee should be used to implement library policies 31
11. Faculty Response To: The committee is the best way to promote communication between the library and the faculty 32
12. Faculty Response To: The committee ought to be involved in the purchasing of new materials for the library 33
13. Faculty Response To: The committee should be involved in solving problems in the library . . 34

14. Faculty Response To: Faculty do not have enough time to adequately serve on the library committee 35

Chapter 1

INTRODUCTION

Philadelphia College of Bible is a private non-denominational college offering traditional and non-traditional programs of study. The college began in 1913 to provide an opportunity for men and women to learn more about the Bible and to train them to more effectively minister in local churches. By 1970, the college had expanded to include professional programs in music, teacher education, and social work. Within the past two years, a graduate school and a degree completion program were begun.

Nature of the Problem

Philadelphia College of Bible began a self-study process this past year for reaffirmation of its accreditation with the Middle States Association of Colleges and Schools and the American Association of Bible Colleges (now known as the Accrediting Association for Bible Colleges). Committees were appointed to study various programs and recommend improvements throughout the college. One of the committees was directed to study the operations of the Learning Resource Center (or library) and to make

recommendations where it was thought necessary. One of its major recommendations was that the purpose and function of the library committee needed to be reevaluated.

Purpose of the Study

The purpose of this evaluation study was to determine if the library committee was functioning according to its job description given in the faculty handbook of Philadelphia College of Bible. The objectives of the library committee were examined to see if they were being met and if these objectives provided the guidelines necessary for the most effective use of this committee.

Significance to the Institution

The exponential growth in information resources and the high costs associated with the information age have put increasing demands upon library administrations to purchase the most information for the least amount of money. Faculty members question the reluctance of library directors in immediately purchasing their recommendations, especially if the cost is quite high. It is vital to the college that the library director work well with the faculty to

purchase the best materials possible. This evaluation study addresses the issues of function and utilization of the library committee that were raised by the self-study committee. This examination of the role of the library committee should build a stronger relationship between library staff, faculty, and students that will reinforce the college's commitment to excellence in its Learning Resource Center.

Relationship to the Seminar

This evaluation practicum is related to the Governance and Management seminar in that the library committee was evaluated as a part of a collective activity or process used to carry out the missions, goals, and objectives of Philadelphia College of Bible. Principles of assessment and evaluation are also appropriate ingredients in this practicum.

Research Questions

There were three research questions for this study. First, "Are the objectives for the library committee being met?" Second, "Do these objectives provide the guidelines necessary for the most effective use of the library committee?" Third, "Should the objectives of the library committee be modified to

allow for the most effective use of the library committee?"

Chapter 2

REVIEW OF RELATED LITERATURE

Committee Descriptions

The college faculty handbook (1994) states on page 32 that the library subcommittee "... recommends LRC policy in all matters relating to faculty and students. Its responsibilities include working with the faculty in building the LRC collection and helping the College meet its objectives as a Christian center for information in the community." At the beginning of the section on subcommittees, faculty are told that "... faculty subcommittee work is vital for the efficient operation of an academic institution" (p. 29).

The American Association of Bible Colleges (1993) states in its most recent manual under criteria that a college should have a standing committee composed of the director of the library, faculty, administration, and students. Their primary function is defined as the active promotion of library use and development.

Committee Function

The Commission on Higher Education for the Middle States Association of Colleges and Schools (1992) makes it very clear in its standards for accreditation that

faculty and library staff must work closely together to plan for collection development and utilization. This relationship is repeated in the Commission's handbook for institutional self-study (1991).

Catawba Valley Community College has produced both an advisory committee handbook (1992) and an advisory committee operations manual (1990). Both the manual and the handbook state that the advisory committee serves as a valuable resource for the college in providing counsel and guidance regarding the improvement of its educational programs. Some of its functions include assessment, policy proposals, feedback, public relations, and evaluation.

A survey of recent library periodical literature produced very few references to library committees. Most of these references were guidelines to follow in the selection of a library director and the role of the library committee in the selection process. An exception to this is an article written by Sheble and Hill (1994). A survey was conducted among a random sample of academic libraries in the United States. It was discovered that most academic libraries did not use their committees well, although most participants felt

positive about their participation. It was interesting to note that smaller libraries were much more likely than larger libraries to involve their committees in significant decision-making roles. Although the article focused upon librarian participation, their conclusions included the importance of committees in communication, interaction, and influence within an institution.

Stueart and Eastlick (1981) devote ten pages to the definition, levels, and implementation of objectives for libraries in their book on library management. Library committees are not specifically mentioned, but an application can be readily made from the examples of library goals and objectives found in the appendix.

A Rutgers University Task Force (Wu et al., 1994, p. 303) recommended that the faculty be involved as committee members or liaisons in the purchase of new materials and the assessment of current collections. Open lines of communication were to be encouraged through formal and informal channels. This could include meetings of committees, standardized forms, and questionnaires.

Relationship to the Practicum

In an evaluation of the library committee, it is clear from the literature that the committee ought not only to exist, but it also should function as a catalyst for change. The library staff and the faculty can work together for the improvement of educational resources in the library by fully utilizing the library committee. It can serve as a means of communication, recommend changes in policies and resources that will promote growth in service, resources, and public relations.

Chapter 3

METHODOLOGY AND PROCEDURES

Evaluation Design

Four procedures were used to complete this evaluation practicum. First, a review of the literature was conducted. The review focused primarily upon academic library committees and their function at other institutions of higher learning.

Second, a survey instrument was designed (Appendix). This survey was an adaptation of the one used by Sheble and Hill (1994). It was administered to the faculty of the college to determine if the library committee was meeting their expectations. This survey included questions on what role the library committee should play in the future.

Third, the results of this survey were collected and analyzed using SPSS for Windows. Responses were examined and recorded by category (Appendix).

Fourth, recommendations are given that address the present role of the library committee and the future changes that will impact the nature of the library committee. The conclusion includes a synopsis of the survey results, the review of the literature, and an

evaluation of the role of the library committee.

Assumptions

A number of assumptions were included in this study. First, it was assumed that the director of the Learning Resource Center had the experience and knowledge to evaluate an academic library committee. Second, it was assumed that the administration of the college would support the conclusions, even if it meant that the library committee would need to be modified. Third, it was assumed that the administration, faculty, and the director of the library would cooperate with each other in making the necessary changes recommended by this evaluation that would improve the role of the library committee at Philadelphia College of Bible.

Limitations

There are at least two limitations to this study. First, the responses to the survey instrument may not contain enough data to accurately evaluate the role of the library committee. Second, the recommendations are specific to the library committee at Philadelphia College of Bible and may not be applicable to other colleges.

Definitions

A library committee is defined for this study as an advisory committee chaired by the director of the library. Faculty members of the committee are appointed by the two academic deans of the college and the student representatives are appointed by the student government. Appointments are made for one year, but some members of the committee continue to serve for many years.

The Learning Resource Center at Philadelphia College of Bible is defined as a library in this study. The terms "library" and "learning resource center" are used interchangeably throughout the literature.

Chapter 4

RESULTS

The purpose of this evaluation study was to determine if the library committee was functioning according to its job description given in the college management manual. As a result of the faculty surveys returned, the following information was given.

Demographics

The returns from the surveys show that 55% (or 28 out of 51) of the faculty responded to the survey. Only one survey participant was an adjunct faculty member, while the remaining 97% consisted of 75% full-time teaching faculty and 22% administrative faculty. With regards to divisional affiliation, 3% were from the degree-completion program, 6% were from the graduate school, 14% were from the biblical division, 43% were from the professional division, and the remaining 34% were from the general education division. Thirty-two percent of the faculty responding to the survey had worked at the college one to five years, while 25% had taught at the college over twenty years. The remaining 41% had worked at the college between 6 and 19 years.

Faculty Evaluation

Faculty members were asked to give their opinions regarding the function and role of the library committee in a survey (Appendix). In this section, bar graphs are used in order to compare responses. In each of the bar graphs, the following abbreviations are used to indicate the faculty responses to the survey item: SA = Strongly Agree, A = Agree, N = No Opinion, D = Disagree, and SD = Strongly Disagree.

Statement 1: The committee ought to have members from all divisions. There was a significantly high level of agreement (82.1%) with this statement (Figure 1).

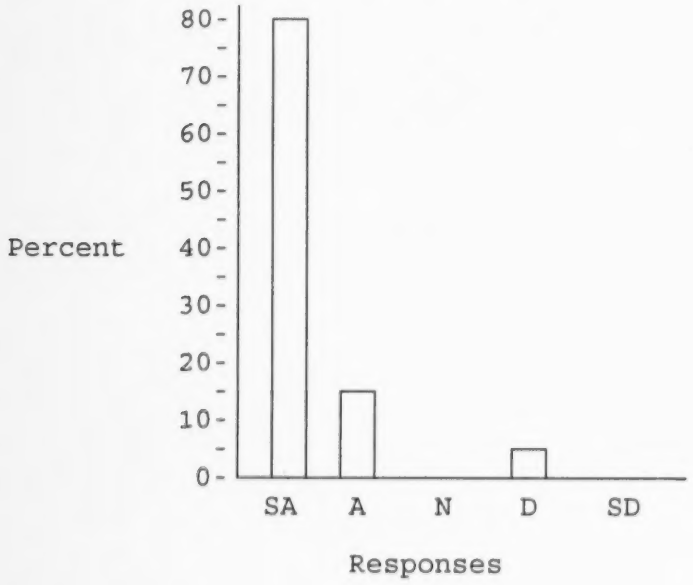

Figure 1. Faculty response to the following statement: The committee ought to have members from all divisions.

Statement 2: The committee ought to have members from all departments. There was a variety of responses for this statement, but the highest group had no opinion (Figure 2).

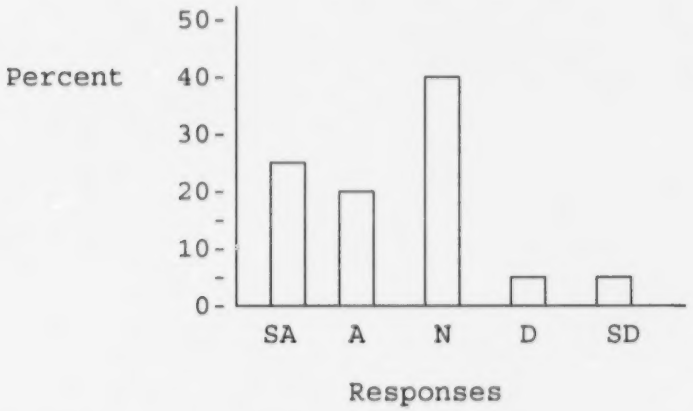

Figure 2. Faculty response to the following statement: The committee ought to have members from all departments.

Statement 3: The committee ought to have student representation. There was a high level of strong agreement (35.7%) and agreement (46.4%) with this statement (Figure 3).

Figure 3. Faculty response to the following statement: The committee ought to have student representation.

Statement 4: The committee should meet at least three times per semester. A majority of faculty agreed with this statement but a significant number had no opinion (Figure 4).

Figure 4. Faculty response to the following statement: The committee should meet at least three times per semester.

Statement 5: The committee currently has adequate representation of faculty members. A significant number (46.4%) of faculty members had no opinion (Figure 5).

Figure 5. Faculty response to the following statement: The committee currently has adequate representation of faculty members.

Statement 6: I know some of the members of the library committee. Most faculty members strongly agreed or agreed with this statement (71.4%) but a significant number (21.4%) of faculty members strongly disagreed with the statement (Figure 6).

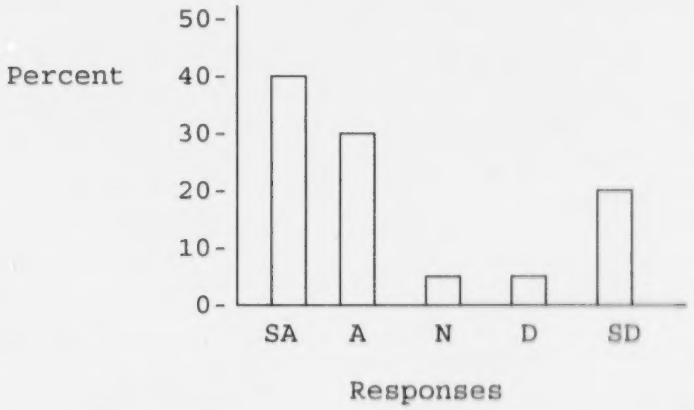

Figure 6. Faculty response to the following statement: I know some of the members of the library committee.

Statement 7: The main role of the committee should be to exchange ideas and information. There was a fairly even number of faculty that agreed (32.1%) or disagreed (35.7%) with the statement (Figure 7).

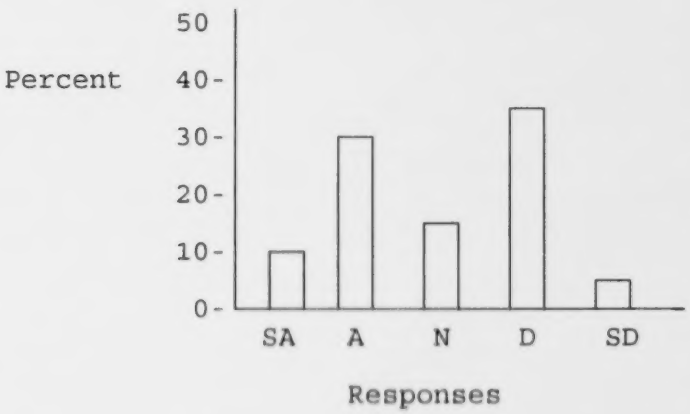

Figure 7. Faculty response to the following statement: The main role of the committee should be to exchange ideas and information.

Statement 8: The committee should be able to recommend, but never to decide. There was a 46.4% combined level of agreement with this statement, but a significant number (25%) that had no opinion (Figure 8).

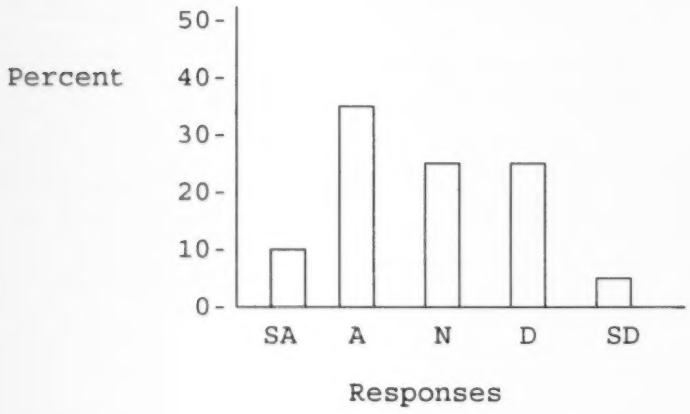

Figure 8. Faculty response to the following statement: The committee should be able to recommend, but never to decide.

Statement 9: The committee should be used to establish library policies. There was a significant combined level (89.3%) of agreement with this statement (Figure 9).

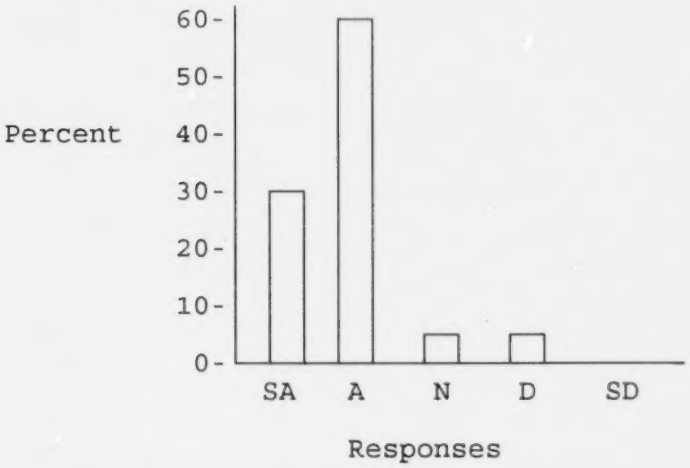

Figure 9. Faculty response to the following statement: The committee should be used to establish library policies.

Statement 10: The committee should be used to implement library policies. There was a combined level (53.6%) of disagreement with this statement (Figure 10).

Figure 10. Faculty response to the following statement: The committee should be used to implement library policies.

Statement 11: The committee is the best way to promote communication between the library and faculty. There was a combined level (50%) of agreement with this statement, but a large group (28.6%) had no opinion (Figure 11).

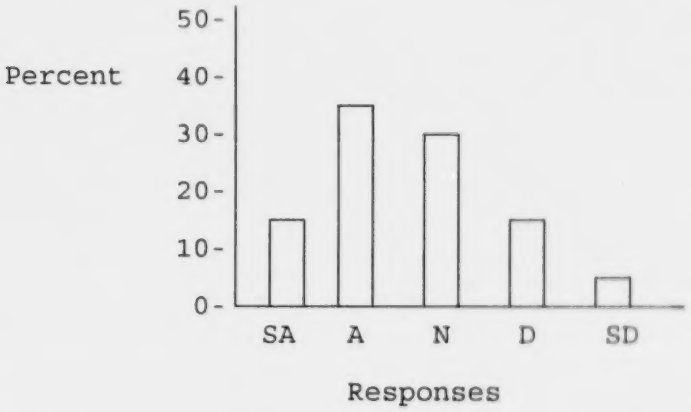

Figure 11. Faculty response to the following statement: The committee is the best way to promote communication between the library and the faculty.

Statement 12: The committee should be involved in the decision to purchase new materials. There was a significant combined level (72.1%) of agreement with this statement (Figure 12).

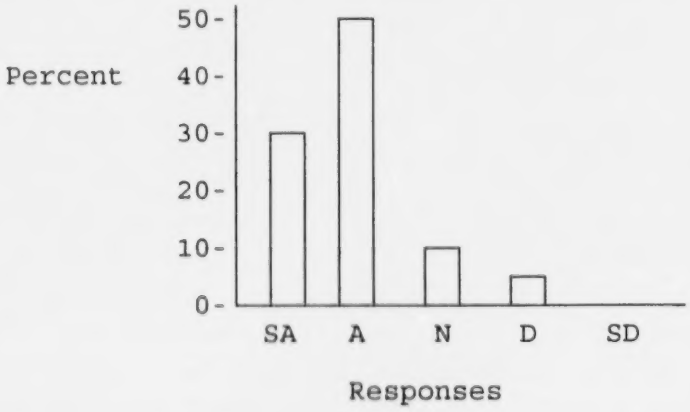

Figure 12. Faculty response to the following statement: The committee ought to be involved in the purchasing of new materials for the library.

Statement 13: The committee should be involved in solving problems in the library. There was a significant combined level (75%) of agreement with this statement (Figure 13).

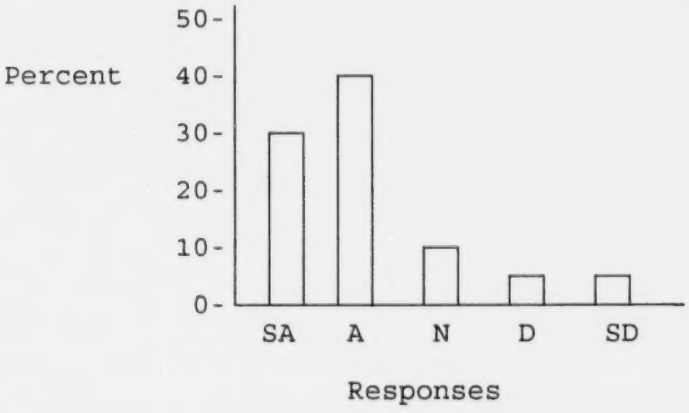

Figure 13. Faculty response to the following statement: The committee should be involved in solving problems in the library.

Statement 14: Faculty do not have enough time to serve adequately on the library committee. There was only a combined level (39.3%) of agreement with this statement, but there was a slightly larger combined level (46.5%) of disagreement with this statement (Figure 14).

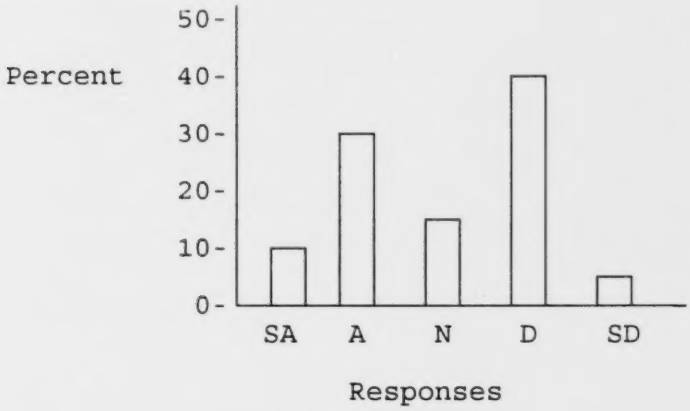

Figure 14. Faculty response to the following statement: Faculty do not have enough time to adequately serve on the library committee.

Additional Comments

At the bottom of the survey form, faculty members were given the opportunity to respond to two questions:

1. Do you have any suggestions that would improve the function and role of our new library committee?

2. Other comments or suggestions?

The responses included suggestions on the improvement of communication between the library and faculty, additional input on the purchase of new materials, and requests for more information on the library in faculty meetings.

Chapter 5

DISCUSSION, CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS

Discussion

It was expected that the evaluation of the library committee would prove useful in two ways. First, the relationship between the library staff and the faculty would be strengthened. Second, the members of the library committee would more clearly understand their function and role in the administration of the college.

The evaluation of the library committee provided a higher degree of cooperation between the administration of the college, faculty, library staff, and students. Communication was improved and new library programs are now being supported. The library committee now feels more involved in the college's efforts towards excellence in education. Participation in library committee business is now seen as vital rather than routine.

This study also resulted in the improvement of the educational process at Philadelphia College of Bible. The library is not only designed to maintain a collection of information resources needed by the

college community, but it also must provide information services that meet the many and varied needs of students and faculty. This evaluation study not only addressed the function of the library committee, but it may also be looked upon as a vehicle for changes that may need to come in other committees at the college. Faculty, administration, library staff, and students realize that they need to work together to provide those resources and services that will enable students to deal with the rapid changes and challenges of our world for many years to come.

Conclusions

It was discovered that not all of the objectives for the library committee were being met. The library committee was making recommendations regarding LRC policy in matters pertaining to faculty and students. It was also working with the faculty in building the LRC collection, but it was not helping the college meet its objectives as a Christian center for information in the community.

The literature review supported the involvement of the committee in matters related to faculty and students, especially in working together as library

staff and faculty in building the LRC collection. Sheble and Hill (1994) concluded that the effective use of library committees would impact faculty cooperation and support, provide an avenue for communication by the students, and influence financial decision-making within the administration of the institution.

The survey and the literature review also revealed that the objectives for the current library committee did not provide the guidelines necessary for the most effective use of the library committee. The faculty survey revealed some confusion in this area.

It is clear that the objectives of the library committee need to be modified to allow for the most effective use of the library committee. Recommendations will follow that deal with this area.

Implications

The faculty and administration would do well to support the library committee. A fully functioning library committee will enhance communication between the faculty and the library staff, improve the quality of purchases of new library materials, and promote a greater use of the library by the student body. The administration will be prompted by both the faculty and

the library director to increase funding for the library and to plan for future growth and expansion.

Recommendations

It is recommended that the administration and faculty of the college work with the director of the library in revising the purpose and function of the library committee. The current library committee could be assigned this task after studying the results of the survey and examining the literature on this subject. A draft proposal could be given to the academic dean for review and approval by the end of the school year.

It is recommended that a library committee handbook and a library committee operations manual be written by both the director of the library and the library committee. These two documents could be given to the academic dean for review and approval by the end of the school year.

It is recommended that the director of the library, members of the library committee, and the academic dean evaluate the progress of the library committee at the end of the following academic year. Suggestions and recommendations could be collected for review and implementation.

It is recommended that a copy of this practicum report be distributed to all faculty members at Philadelphia College of Bible. Faculty members should be encouraged to not only read the document, but be given the opportunity to discuss its findings, conclusions, and recommendations.

It is also recommended that further study be done on the function and role of the library committee, especially as it pertains to long-range planning. Further study could include submitting a report for publication in library periodicals.

REFERENCES

American Association of Bible Colleges. (1993). Manual. Fayetteville, AR: American Association of Bible Colleges.

Catawba Valley Community College. (1992). Advisory committee handbook. Hickory, NC: Catawba Valley Community College.

Catawba Valley Community College. (1990). Advisory committee operations manual. Hickory, NC: Catawba Valley Community College.

Commission on Higher Education. (1990). Characteristics of excellence: standards for accreditation. Philadelphia: Middle States Association of Colleges and Schools.

Commission on Higher Education. (1991). Designs for excellence. Philadelphia: Middle States Association of Colleges and Schools.

Philadelphia College of Bible. (1994). Faculty handbook. Langhorne, PA: Philadelphia College of Bible.

Sheble, M. A. & Hill, D. W. (November, 1994). Academic library committees: their role in participative management. College & Research Libraries, 511-26.

Standards Committee of ACRL's College Libraries Section. (May, 1994). Standards for college libraries, 1995 edition, draft. College & Research Library News, 261-272, 294.

Stueart, R. D. & Eastlick, J. T. (1981). Library management. Littleton, CO: Libraries Unlimited.

Wu, C., Bowman, M., Gardner, J., Sewell, R. G., & Wilson, M. C. (May, 1994). Effective liaison relationships in an academic library. College & Research Library News, 254, 303.

APPENDIXES

APPENDIX A

30755

PHILADELPHIA COLLEGE OF BIBLE

LIBRARY COMMITTEE SURVEY, FEBRUARY 1995

PERSONAL PROFILE

1. Department affiliation:
   ○ Biblical Division ○ Professional Division ○ General Education ○ Graduate Education ○ Advance
2. Years of service: ○ 1-5 ○ 6-10 ○ 11-19 ○ 20 and over
3. Faculty status: ○ Full-time Teaching Faculty ○ Adjunct Faculty ○ Administrative Faculty

SURVEY ITEMS

Please give your opinion regarding the function and role of our new library committee here at PCB by utilizing the following scale: 1 = strongly agree, 2 = agree, 3 = no opinion, 4 = disagree, 5 = strongly disagree.

	1	2	3	4	5
1. The committee ought to have members from all divisions.	○	○	○	○	○
2. The committee ought to have members from all departments.	○	○	○	○	○
3. The committee ought to have student representation.	○	○	○	○	○
4. The committee should meet at least three times per semester.	○	○	○	○	○
5. The committee currently has adequate representation of faculty members.	○	○	○	○	○
6. I know some of the members of the library committee.	○	○	○	○	○
7. The main role of the committee should be to exchange ideas and information.	○	○	○	○	○
8. The committee should be able to recommend, but never to decide.	○	○	○	○	○
9. The commitee should be used to establish library policies.	○	○	○	○	○
10. The committee should be used to implement library policies.	○	○	○	○	○
11. The committee is the best way to promote communication between the library and the faculty.	○	○	○	○	○
12. The committee should be involved in the decision to purchase new materials.	○	○	○	○	○
13. The committee should be involved in solving problems in the library.	○	○	○	○	○
14. Faculty do not have enough time to serve adequately on the library committee.	○	○	○	○	○

GENERAL ITEMS

1. Do you have any suggestions that would improve the function and role of our new library committee?

   _____

   _____

2. Other comments or suggestions?

   _____

   _____

Your participation in this survey is appreciated!

APPENDIX B

LIBRARY COMMITTEE SURVEY, FEB 9, 1995.

S1

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	1	23	82.1	82.1	82.1
	2	4	14.3	14.3	96.4
	4	1	3.6	3.6	100.0
	Total	28	100.0	100.0	

Mean	1.250	Median	1.000	Mode	1.000
Std dev	.645	Variance	.417	Range	3.000
Minimum	1.000	Maximum	4.000		

Valid cases 28 Missing cases 0

S2

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	1	7	25.0	25.0	25.0
	2	6	21.4	21.4	46.4
	3	11	39.3	39.3	85.7
	4	2	7.1	7.1	92.9
	5	2	7.1	7.1	100.0
	Total	28	100.0	100.0	

Mean	2.500	Median	3.000	Mode	3.000
Std dev	1.171	Variance	1.370	Range	4.000
Minimum	1.000	Maximum	5.000		

Valid cases 28 Missing cases 0

S3

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	1	10	35.7	35.7	35.7
	2	13	46.4	46.4	82.1
	4	4	14.3	14.3	96.4
	5	1	3.6	3.6	100.0
	Total	28	100.0	100.0	

Mean	2.036	Median	2.000	Mode	2.000
Std dev	1.138	Variance	1.295	Range	4.000
Minimum	1.000	Maximum	5.000		

Valid cases 28 Missing cases 0

BEST COPY AVAILABLE

S4

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	1	8	28.6	28.6	28.6
	2	8	28.6	28.6	57.1
	3	9	32.1	32.1	89.3
	4	3	10.7	10.7	100.0
	Total	28	100.0	100.0	

Mean	2.250	Median	2.000	Mode	3.000
Std dev	1.005	Variance	1.009	Range	3.000
Minimum	1.000	Maximum	4.000		

Valid cases 28 Missing cases 0

- -

S5

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	1	4	14.3	14.3	14.3
	2	5	17.9	17.9	32.1
	3	13	46.4	46.4	78.6
	4	6	21.4	21.4	100.0
	Total	28	100.0	100.0	

Mean	2.750	Median	3.000	Mode	3.000
Std dev	.967	Variance	.935	Range	3.000
Minimum	1.000	Maximum	4.000		

Valid cases 28 Missing cases 0

- -

S6

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	1	11	39.3	39.3	39.3
	2	9	32.1	32.1	71.4
	3	1	3.6	3.6	75.0
	4	1	3.6	3.6	78.6
	5	6	21.4	21.4	100.0
	Total	28	100.0	100.0	

Mean	2.357	Median	2.000	Mode	1.000
Std dev	1.569	Variance	2.460	Range	4.000
Minimum	1.000	Maximum	5.000		

Valid cases 28 Missing cases 0

S7

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	1	3	10.7	10.7	10.7
	2	9	32.1	32.1	42.9
	3	5	17.9	17.9	60.7
	4	10	35.7	35.7	96.4
	5	1	3.6	3.6	100.0
	Total	28	100.0	100.0	

Mean	2.893	Median	3.000	Mode	4.000
Std dev	1.133	Variance	1.284	Range	4.000
Minimum	1.000	Maximum	5.000		

Valid cases 28 Missing cases 0

- -

S8

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	1	3	10.7	10.7	10.7
	2	10	35.7	35.7	46.4
	3	7	25.0	25.0	71.4
	4	7	25.0	25.0	96.4
	5	1	3.6	3.6	100.0
	Total	28	100.0	100.0	

Mean	2.750	Median	3.000	Mode	2.000
Std dev	1.076	Variance	1.157	Range	4.000
Minimum	1.000	Maximum	5.000		

Valid cases 28 Missing cases 0

- -

S9

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	1	8	28.6	29.6	29.6
	2	17	60.7	63.0	92.6
	3	1	3.6	3.7	96.3
	4	1	3.6	3.7	100.0
	.	1	3.6	Missing	
	Total	28	100.0	100.0	

Mean	1.815	Median	2.000	Mode	2.000
Std dev	.681	Variance	.464	Range	3.000
Minimum	1.000	Maximum	4.000		

Valid cases 27 Missing cases 1

BEST COPY AVAILABLE

S10

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	2	7	25.0	25.0	25.0
	3	6	21.4	21.4	46.4
	4	12	42.9	42.9	89.3
	5	3	10.7	10.7	100.0
	Total	28	100.0	100.0	

Mean	3.393	Median	4.000	Mode	4.000
Std dev	.994	Variance	.988	Range	3.000
Minimum	2.000	Maximum	5.000		

Valid cases 28 Missing cases 0

- -

S11

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	1	4	14.3	14.8	14.8
	2	10	35.7	37.0	51.9
	3	8	28.6	29.6	81.5
	4	4	14.3	14.8	96.3
	5	1	3.6	3.7	100.0
	.	1	3.6	Missing	
	Total	28	100.0	100.0	

Mean	2.556	Median	2.000	Mode	2.000
Std dev	1.050	Variance	1.103	Range	4.000
Minimum	1.000	Maximum	5.000		

Valid cases 27 Missing cases 1

- -

S12

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	1	9	32.1	32.1	32.1
	2	14	50.0	50.0	82.1
	3	3	10.7	10.7	92.9
	4	2	7.1	7.1	100.0
	Total	28	100.0	100.0	

Mean	1.929	Median	2.000	Mode	2.000
Std dev	.858	Variance	.735	Range	3.000
Minimum	1.000	Maximum	4.000		

Valid cases 28 Missing cases 0

S13

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	1	9	32.1	32.1	32.1
	2	12	42.9	42.9	75.0
	3	3	10.7	10.7	85.7
	4	2	7.1	7.1	92.9
	5	2	7.1	7.1	100.0
	Total	28	100.0	100.0	

Mean	2.143	Median	2.000	Mode	2.000
Std dev	1.177	Variance	1.386	Range	4.000
Minimum	1.000	Maximum	5.000		

Valid cases 28 Missing cases 0

- -

S14

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	1	3	10.7	10.7	10.7
	2	8	28.6	28.6	39.3
	3	4	14.3	14.3	53.6
	4	12	42.9	42.9	96.4
	5	1	3.6	3.6	100.0
	Total	28	100.0	100.0	

Mean	3.000	Median	3.000	Mode	4.000
Std dev	1.155	Variance	1.333	Range	4.000
Minimum	1.000	Maximum	5.000		

Valid cases 28 Missing cases 0

BEST COPY AVAILABLE